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AUTHOR Losak, John; And Others
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ABSTRACT

Miami-Dade Community College (MDCC) conducted a study of students who were tested and placed in developmental courses in order to: (1) obtain a clearer picture of the level of high school preparation of these students; (2) to ascertain students' views of their high school preparation and the skills they perceived as needing more emphasis in high school; and (3) to obtain information for improving student preparation for college. To achieve these objectives, 452 students in developmental courses were surveyed; 211 student high school transcripts were examined; and the Comparative Guidance and Placement Test (CGPT) scores of 4,577 public and private high school graduates were compared. The survey revealed that while a large percentage of respondents studied a lot (49.9%), could get help if needed (67.5%), and felt they had improved as students (65.3%), 25.8% did not feel ready for college after high school, 50.3% felt they had not learned to study in high school, and a majority would take additional math and English courses if they could start high school over. The transcript analyses revealed that students in lower-level high school curriculum tracks were more apt to be placed in remedial courses than students in accelerated courses. Only slight differences were revealed in the CGPT scores of public and private high school students. The study report provides an item-by-item analysis of survey responses, includes data tables, and is appended by the questionnaire and a rationale for questionnaire items. (HB)

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HIGH SCHOOL PREPARATION AS VIEWED BY ACADEMICALLY UNDERPREPARED COLLEGE STUDENTS

by

John Losak, Margery I. Schwartz, and Cathy Morris

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MIAMI-DADE COMMUNITY COLLEGE

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FEBRUARY 1982

PROLOGUE

This study of academically underprepared students conducted at Miami-Dade Community College clearly illustrates the academic shortcomings of current high school education. When viewed in the light of the present-day American society, all levels of the educational system have failed significantly in adjusting as societal needs changed—the evolutionary process in education seems to have gotten "stuck" in the 1960's. Rightfully, the American people are demanding reform now, and expanded emphasis on academic subjects must be a central concern in this effort.

Dramatic shifts in the nature of work in America have occurred since World War II. Prior to that time, 80 percent of employment was in unskilled jobs; today this is less than 20 percent. Further, the impact of the information technology explosion is dramatically increasing the level of communications skills necessary for employment. In 1950, 17 percent of all jobs involved information processing—today 54 percent of all jobs in this country require information processing. Employers nationwide consistently report that those seeking employment have inadequate communication skills. William Klein of Florida Power and Light states that, "Even entry level jobs will require greater ability to communicate," and, further, that only six to seven percent of those applying for employment at Florida Power and Light have the basic skills needed, with emphasis on the ability to read and write. Clearly the standard of skills needed to be functionally literate—that is, employable and able to participate effectively in society—is rising rapidly. The level of academic skill which was sufficient ten years ago simply will not suffice today.

Coordinate with these changes in the nature of work and requirements for employability, there has been a well-documented decline in the academic skills of Americans at all levels from kindergarten through graduate school. Even Harvard University reports that large numbers of doctoral students are in need of courses in writing; scores on the College Board examination have declined for fourteen consecutive years; and the National Assessment of Educational Progress reports that in the 1970's there was a 20 percent decline in the number of seventeen-year-olds able to satisfactorily interpret reading matter. In addition, there is a further one-year deficiency in academic skill for urban residents, and a double representation of minorities below minimum levels. This national crisis in literacy is dramatically illustrated in Miami where, in some black neighborhoods, more than half of the young people are unemployed, while at the same time some employers are paying bounties for the recruiting of qualified employees. To a substantial degree, the difference between being vigorously recruited and being unemployed is directly related to the individual's level of communication and computation skills. The need for adequate training in these competencies must be addressed in all levels of the educational curriculum.

One important fact that has gone largely unnoticed, and which has important implications for the high school curriculum, is that a majority of high school graduates now go on to postsecondary education, and this further education is essential to most. National data show that within seven years of high school graduation, 64.8 percent have attended college, and when techni-

nical and trade schools are added, this figure is nearly 75 percent. The Florida Department of Education reports that 47.5 percent of the Florida high school graduates go on directly to postsecondary education, and in Dade County over 50 percent of the high school graduates attend Miami-Dade Community College within five years of graduation. In a recent report of the Carnegie Foundation for the Advancement of Teaching, Ernest Boyer states, "It is our conclusion that, from now on, almost all young people will, at some time in their lives, need some form of postsecondary education if they are to remain economically productive and socially functional in a world whose tasks and tools are becoming increasingly complex."

In summary, the academic skills of Americans have been declining sharply, yet changes in the nature of work in America now require significantly greater academic skills as the foundation for occupational skills. Most individuals will need some postsecondary education, either to gain necessary employment skills or to retain them. The educational system must respond to this need by raising academic expectations at all levels. High schools must provide essential academic training first for all students, by raising standards and increasing the share of the curriculum assigned to academic subjects. A central focus in all educational planning must be an increased emphasis on academic skill development at each level.

Miami-Dade Community College is proceeding with substantial reform of its educational program. In addition, changes are occurring at the state level in Florida which now specify greater expectations for individuals completing degrees. As of November 1982, a testing requirement for students will be instituted in Florida public higher education that will eventually form the basis for admission to the junior year. The skills identified for this test, especially in mathematics, are substantially greater than had been expected previously. Miami-Dade now tests all new students on admission, and results show that more than 65 percent are deficient in preparation and are required to take at least one developmental course. Over 90 percent of the black students find themselves at this level of inadequate skill attainment.

The study reported in this volume comprising Miami-Dade students who were tested and placed in developmental courses shows that many of these students selected programs in high school that were not academically demanding. When asked what they would do if they could start high school again, the students surveyed overwhelmingly indicated that they would take more English and math, spend more time on school work, and take more courses requiring reading and writing. There was striking agreement that, during high school, students had been unaware of the expectations of postsecondary institutions. It is imperative that such information be shared with students as they begin high school, and that there be a rethinking and reshaping of the nature of the high school curriculum.

Based on information presented earlier, it is clear that the first priority must be to build a strong base of academic competence before permitting students to significantly diversify their curricula. The curriculum of **every student** must include substantial requirements in reading, writing and mathematics. Those who begin high school with deficient academic skills

should not be placed in a curriculum that is less academically-oriented, as this only contributes to the functional crippling of the individual. Rather, these students should be placed in programs similar to the developmental programs currently offered in community colleges. It makes no sense for students to ignore deficiencies during high school, and to later be faced with developmental course requirements upon admission to college. In addition, for many it is too late at the time of college admission to achieve success in overcoming substantial academic deficiencies. Problems of academic deficiency should be addressed early and with persistence throughout all levels of the educational system. Further, the public must participate in communicating to young people the importance of academic achievement to their future goals, and in strongly supporting teachers as they raise expectations of students.

It is essential to this nation, this state, and this community that the schools and colleges produce individuals prepared to participate fully in the society, and to become employable, productive, and contributing citizens. In 1982, movement toward this goal must certainly include substantial growth in the academic skills of our young people.

The study which is summarized in this report reflects concerns expressed by students who have recently experienced the high school curriculum and who appear to have a message for us: expect and require more from us and we will be better prepared as we move past high school.

Robert H. McCabe, President
Miami-Dade Community College

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INTRODUCTION

Miami-Dade Community College was established in 1960 with an admission policy permitting all persons 18 years or older to enroll for credit courses. The concept of the open door is fundamental to the two-year college movement and reflects a deeply ingrained democratic belief in a second chance for many students who would not otherwise have the opportunity to continue their education because of poor achievement in high school. Many educators believe that the open door concept may be the fundamental distinction between the system of higher education in the United States and the more typical European model found in most parts of the world.

In recent years, the Florida legislature has begun restricting the open door by requiring that students have a high school diploma or its equivalent in order to enroll in Associate in Arts programs in the two-year colleges in Florida. This is the beginning of what some people believe to be a return to more rigid admission requirements which may eventually close the open door. It is important that the door remain open, but it is equally essential that the quality of the student entering the college and the curriculum interventions provided by the college be maintained at a level of proficiency that is demanded by the citizens of the state of Florida.

Over the past decade, we have witnessed a decline in the quality of the academic achievement of students entering college, a decline which has caused concern among all segments of our society. In an attempt to correct these declining skills among high school graduates, many steps have been undertaken by the high schools and the colleges. Miami-Dade has intensified developmental classes and reinstated placement testing for all entering students. The Reading, Written English Expression, and Computation sections of the Comparative Guidance and Placement Program (CGP) are used.

In the Fall of 1981, approximately 5,850 new students were tested. Of these, 44% did not meet the minimum standard established for the Reading test, 40% were deficient in Written English Expression, and 42% in Computation skills. Of all 5,850 students, 70% fell below the placement score on at least one of the three tests. Because skills in these areas are central to academic success, students who score below specified levels are required to take developmental (remedial) work before proceeding in their chosen areas. The College has also been looking closely at the level of academic preparation of recent high school graduates.

The objectives of the present study were (1) to obtain a clearer picture of the level of high school preparation for students who are in developmental courses at Miami-Dade; (2) to ascertain the views of developmental students regarding their own high school preparation; (3) to ascertain which skills these students perceive as needing more emphasis in their high school preparation; (4) to gain information so that Miami-Dade Community College and Dade County high school personnel could work together to improve student preparation prior to their entry into postsecondary education.

METHODOLOGY

To achieve the objectives, the present study proceeded as follows:

(1) A sample of students in developmental classes at Miami-Dade was surveyed to obtain information about their high school experiences, and their perceptions of their preparedness for college.

(2) High school transcripts were examined to determine the level of difficulty of high school curricula, and the relationship between these curricula and academic success at Miami-Dade.

(3) Comparative Guidance and Placement test scores were examined to determine whether significant differences existed between public high school graduates and private high school graduates.

Questionnaire Development

An initial decision was made to create an instrument to measure attitudes of developmental studies students toward their high school background. For this reason, the questionnaire was tailored to the survey population as well as to the specific scope of the study itself. By focusing the questionnaire on issues of immediate interest and by writing the items on a level that a developmental student would be able to read and understand, it was hoped that student comprehension could be maximized and extraneous information eliminated.

One source of reference for item development was the SCOPE Questionnaire, a 191-item survey developed by the Center for the Study of Higher Education at the University of California in Berkeley, California (SCOPE. School to College: Opportunities for Postsecondary Education, 1966). This questionnaire was administered to high school seniors within four states in order to identify some personality characteristics associated with young people who would be entering college. The data derived from the SCOPE study enabled the researchers to compare personality characteristics of underprepared students with those of the "traditional" students. Their hope was to improve student opportunities both in the classroom and upon graduation. While the SCOPE study was on a much larger and diverse scale than the present study, some of the items were modified and used in the developmental student questionnaire.

The present questionnaire was reviewed by the Executive Committee, the Research, Testing, and Statistical Reports Committee, and personnel from the Learning Support Services, which resulted in minor modifications. The questionnaire was then administered to a small group of students who reported no difficulty with comprehension. Appendices I and II present the final Questionnaire and the Instructions, respectively. Appendix III presents each item and the rationale for its inclusion in the survey.

Questionnaire Administration

The questionnaires were administered to a representative sample of students in developmental classes over a three-week period beginning

November 2, 1981. Of the completed questionnaires, 452 were usable. The developmental classes were selected using a sample stratified by campus proportions of developmental classes in English, reading, and mathematics. Table 1 summarizes the outcome of the selections and although there is some deviation from an ideal sample, the representativeness by campus is within acceptable limits.

Transcript Selection

Transcripts were selected for two groups of students: Scholar's Grant recipients and students scoring below the minimum standard on the Written English Expression section of the Comparative Guidance and Placement Program (CGP).

Scholar's Grant recipients are students who ranked in the top 10% of their Dade County graduating high school class and who were awarded a scholarship which pays for matriculation fees to complete an Associate Degree at Miami-Dade.

The sample was drawn from a list of the high schools of origin of Scholar's Grant recipients. A minimum of five students per school, or 10%, whichever was more, comprised the sample. In cases where the total number per school was fewer than five, all students were included. Students from high schools where there were more than five enrolled at Miami-Dade were selected using a table of random numbers. Table 2 depicts the frequency of transcripts requested and evaluated for Scholar's Grant recipients.

A sample was also drawn from a printout containing the names of entering students who earned a raw score of less than 22 on the Written English Expression section of the CGP. The sample was stratified by campus and by ethnic background, and high school transcripts for these students were requested from the registrars on each of the campuses where the students were registered. The breakdown per campus is depicted in Table 3.

Evaluation of High School Transcripts

The assignment of students to different curriculum levels was based on criteria specified by the Curriculum Department of the Dade County Board of Public Instruction. Using Curriculum Bulletin I, November 1979, a volume containing a list of the authorized courses of study for Dade County Public Schools at the secondary level, operational definitions were formulated as to which courses constituted the Remedial, Basic, Non-Accelerated, and Accelerated skill levels. English, mathematics, and science courses were selected because they have pre-existing hierarchical assignments listed in Curriculum Bulletin I. Upon reviewing the high school transcript of a student, the evaluator determined the skill level at which over 50% of the student's courses fell, and assigned the transcript to one of the four levels. Appendix IV shows the level of difficulty of various English, mathematics, and science courses.

Statistical Significance

To test for statistical significance, a t-test was used to analyze data derived from the in-class questionnaire, and a Chi Square (x^2) analysis was used to

evaluate the data from the high school transcripts which were reviewed. Significance indicates that responses to a given question or the differences between two demographic subgroups are disparate at a level beyond that expected by chance alone. Significant below the .01 or the .05 level means that the probability of such diversity occurring by chance alone is less than one chance in 100 or fewer than five chances in 100, respectively. The symbol $p < .01$ or $p < .05$ is used throughout this report.

RESULTS

Data from the Questionnaire Administered to Developmental Students

Results are presented for the sample as a whole, and further comparisons are made between demographic subgroups of the Dade County graduates. The questionnaire analysis was based on 452 completed forms from developmental students. Table 4 presents a demographic profile of the questionnaire respondents which excludes the non-Dade County high school graduates (who represented over one-fourth of the sample) from any of the other demographic subgroups. The majority of students were of Hispanic origin (42.3%) followed by black non-Hispanic respondents who represented nearly a quarter of the sample (21%) and white non-Hispanic students (8.2%).

A broad overview of the data derived from the 452 completed questionnaires is presented in Appendix V. This section enumerates those findings.

Perception of Personal Commitment to Educational Goals and Tasks. Responses from twelve questions were grouped under this heading and are summarized below. Table 5 gives more detailed data from respondents.

Question 1: I STUDIED A LOT.

Half of the total respondents agreed with this statement (49.9%). For Dade County respondents, nearly two-thirds of the white non-Hispanic students disagreed (62.1%), while black non-Hispanic students agreement with the item (67.0%) indicated that they studied significantly more than both white non-Hispanic (21.6%, $p < .01$) and Hispanic students (48.2%, $p < .01$). The difference between the Hispanic and white non-Hispanic students was also significant at or below the .01 level.

Dade County public and private school graduates showed a substantial difference on this item with almost half of the former group but nearly two-thirds of the latter group reporting frequent studying (48.8% and 64.9%, respectively).

Question 3: I USUALLY STUDIED FOR MY TESTS.

More than three-fourths of the total respondents indicated that they did prepare for tests (77.9%). For Dade County respondents, black non-Hispanic students (86.3%) were significantly more in agreement with this item than were the Hispanic (68.6%, $p < .05$) students and white non-Hispanic (67.6%, $p < .01$) students. Non-Dade County high school graduates (88.3%) had a significantly higher percentage of agreement as compared with Dade County public (73.5%, $p < .01$) and Dade County private (75.6%, $p < .05$) school graduates.

Question 4: I USUALLY HANDED IN REPORTS OR PAPERS ON TIME.

Most students in the total sample indicated that they handed in reports on time (82.3%). However, for the Dade County respondents, a significantly higher percentage of female students agreed with this item as compared to male students (88.7% and 79.0%, respectively; $p < .05$).

Question 5: I USUALLY DID MY HOMEWORK.

More than three-fourths (79.0%) of the total respondents agreed with this statement. For Dade County students, nearly all of the black non-Hispanic respondents agreed (93.7%). As in Question 4, Dade County female students

were more likely to be in agreement than male students (84.0% and 73.7%, respectively).

Question 7: I HAD A SPECIAL PLACE WHERE I DID MY HOMEWORK.

Almost half of the total respondents reported not having a special study area (45.6%). Dade County female respondents were significantly more in agreement with this item than were male students (42.3% and 31.1%, respectively; $p < .05$).

Question 8: I HAD A SPECIAL TIME WHEN I DID MY HOMEWORK.

More than half of the students (52.5%) disagreed with this statement. Dade County white non-Hispanic students (64.9%) were even more in disagreement than Hispanic (53.4%) or black non-Hispanic (52.6%) students.

Question 12: I ENJOYED READING BOOKS IN MY SPARE TIME.

Half of the total sample indicated that they enjoyed reading books (50.8%). For Dade County respondents, females were significantly more interested in reading than males (56.2% and 40.3%, respectively; $p < .01$) and a significantly higher percentage of black non-Hispanic students reported leisure reading as compared to white non-Hispanic students (59.0% and 35.1%, respectively; $p < .01$).

Question 16: I PICKED EASY COURSES TO TAKE WHEN I WAS IN HIGH SCHOOL.

More than half of the total respondents disagreed with this statement (58.0%). Dade County private school graduates were significantly more likely to disagree than were their public school counterparts (75.6% and 57.0%, respectively; $p < .01$).

Question 17: MOST OF MY FRIENDS WERE PLANNING ON GOING TO COLLEGE.

Three-fourths of the total sample agreed with this item (75.2%). A significantly smaller proportion of non-Dade County graduates were in agreement as compared to Dade County private school graduates (68.7% and 83.8%, respectively; $p < .05$).

Question 20: I PLAN TO ATTEND MIAMI-DADE FOR AT LEAST TWO YEARS.

More than three-fourths of the total respondents indicated that they plan to attend Miami-Dade for at least two years (77.7%). Dade County Hispanic students (86.9%) were significantly more in agreement than were white non-Hispanic (62.1%, $p < .01$) or black non-Hispanic (72.3%, $p < .01$) students.

Question 41: WHAT HELPED YOU DECIDE UPON YOUR HIGH SCHOOL COURSES?

Students in the total sample as well as those in the demographic subgroups chose "requirements for graduation" and "your desire to prepare for something after high school" as their first and second most influential factors in selecting high school courses (56.8% and 36.5%, respectively). Other deciding factors volunteered by respondents are included in Appendix VI.

Question 42: WHAT WOULD YOU RECOMMEND TO TENTH GRADERS SO THEY CAN BE READY FOR COLLEGE?

While the amount of studying per week was not one of the prime recommendations, taking courses that will be used in college was a popular first

choice of all respondents (49.7%). Appendix VI provides student comments to this item.

Perception of academic performance in high school. Seven questions were grouped under this heading. Comments on Questions 4, 5, and 16 occurred in the previous section and are not repeated here. Details of the responses to all seven questions are given in Table 6.

Question 2: MY COURSES WERE EASY FOR ME.

Half of the total sample agreed with this statement (49.9%). For Dade County respondents, white non-Hispanic students were substantially more in agreement than Hispanic students (64.9% and 49.2%, respectively).

Question 18: MY GRADES IN HIGH SCHOOL WERE USUALLY Cs and Ds.

While nearly two-thirds of all respondents disagreed with this item (65.6%), Dade County public school graduates were significantly more in agreement than were Dade County private school graduates (27.5% and 10.8%, respectively; $p < .01$).

Question 19: WHEN I GRADUATED FROM HIGH SCHOOL, I BELIEVED I WAS READY FOR COLLEGE.

Half of the total sample indicated that they felt ready for college upon graduation from high school (50.9%). For Dade County respondents, white non-Hispanic students (35.1%) were significantly less in agreement than the Hispanic (52.3%, $p < .05$) and black non-Hispanic (55.8%, $p < .05$) students. Dade County private school graduates reported considerably more readiness than the public school graduates (64.8% and 49.7%, respectively).

Question 25: MY GRADES IN HIGH SCHOOL WERE USUALLY Cs.

Half of the total sample agreed that their grades in high school were average (51.7%). Dade County private school graduates were significantly less likely to agree with this statement than were Dade County public school graduates (32.4% and 56.7%, respectively; $p < .01$).

Perception of academic demands made by the high school. Six questions were grouped under this heading. Question 19 was discussed above and will not be repeated here. More detailed results for all six questions are presented in Table 7.

Question 6: I HARDLY EVER HAD TO DO MY HOMEWORK AT HOME.

Half of the total respondents reported that they did have to do homework at home (51.7%). For Dade County respondents, nearly the same percentage of white non-Hispanics indicated that the opposite was true (51.3%).

Question 11: MY WORK TOOK 50 PAGES OF READING A WEEK.

More than one-fourth of the total sample was undecided on this question (26.2%). For Dade County respondents, white non-Hispanic students disagreed significantly more than black non-Hispanic students (75.6% and 55.4%, respectively; $p < .05$). Of the demographic subgroups, Dade County private school graduates (21.6%) were more likely to agree with this item than any of the other subgroups.

Question 37: IN HIGH SCHOOL, HOW MANY TIMES DID YOU HAVE TO USE THE LIBRARY FOR INFORMATION?

Between three and five times was the average response choice by most students. Almost two-thirds of the Dade County private school graduates indicated using the library six times or more which was sigificantly more frequent usage than Dade County public school graduates (65.7% and 44.8%, respectively; $p < .05$).

Question 38: HOW MANY TIMES A MONTH DID YOU HAVE TO WRITE REPORTS OR PAPERS?

Once or twice a month was the average number of times papers were required for most respondents. There was minimal deviation among the demographic subgroups.

Question 39: HOW MANY TIMES DID YOU HAVE TO TAKE ESSAY EXAMS?

While nearly three-fourths of all students indicated that they took essay exams between zero and five times (71.6%), Dade County private school graduates were significantly more likely to respond that they took essay exams between six times and more as compared to Dade County public school graduates (48.5% and 26.8%, respectively; $p < .05$).

Perception of academic assistance provided by the high school. Thirteen questions were grouped under this heading. A more detailed presentation of the results to these questions is available in Table 8.

Question 10: I WAS ABLE TO GET HELP AT HIGH SCHOOL IF I NEEDED IT.

All demographic subgroups reported that help was available if needed and more than two-thirds of the total respondents expressed agreement (67.4%).

Question 14: MY HIGH SCHOOL TOLD ME WHICH COURSES TO TAKE FOR COLLEGE.

Almost three out of four respondents indicated that their high school did not tell them which courses to take for college (73.8%).

Question 15: I LEARNED HOW TO STUDY IN HIGH SCHOOL WHICH HELPED ME IN COLLEGE.

Half of the total sample disagreed with this item (50.3%) as did approximately half (51.3%) of the Dade County public school respondents. Dade County black non-Hispanic students and Dade County private school graduates did have a substantial number of respondents who indicated that they learned how to study in high school (50.0% and 45.9%, respectively).

Question 26: IF I COULD DO MY HIGH SCHOOL YEARS OVER, I WOULD TAKE COURSES THAT REQUIRE MORE HOMEWORK.

Nearly half of the total sample favored more homework (48.0%). Over half of the Dade County black non-Hispanic (53.4%), Female (51.6%), and 20 and Older (50.7%) demographic subgroups indicated agreement with this statement.

Question 27: IF I COULD DO MY HIGH SCHOOL YEARS OVER, I WOULD TAKE MORE SCIENCE COURSES.

Respondents were in favor of taking more science courses with more than half of the total sample indicating agreement (54.8%). Dade County white non-

Hispanic students were divided on the issue with 38.9% agreeing and 36.1% disagreeing. One-fourth of the Dade County white non-Hispanic students (25.0%) and one-third of the Dade County private school graduates (33.3%) were undecided about science courses.

Question 28: IF I COULD DO MY HIGH SCHOOL YEARS OVER, I WOULD TAKE MORE MATH COURSES.

More than three-fourths of the total sample **agreed** or **strongly agreed** with this item (82.9%), with over one-third of the respondents (37.2%) **strongly agreeing** with the notion of more math courses.

Question 29: IF I COULD DO MY HIGH SCHOOL YEARS OVER, I WOULD TAKE MORE ENGLISH COURSES.

Over three-fourths of the respondents indicated that they would take more English courses (79.0%) and over one-third **strongly agreed** with this item (38.7%).

Question 30: IF I COULD DO MY HIGH SCHOOL YEARS OVER, I WOULD TAKE AN ENGLISH COURSE THAT MAKES ME WRITE MORE . . . and

Question 31: I WOULD TAKE COURSES THAT MAKE ME READ MORE.

For both of the aforementioned questions, 77.2% of the students **agreed** or **strongly agreed**, with 39.3% **strongly agreeing**.

Question 32: IF I COULD DO MY HIGH SCHOOL YEARS OVER, I WOULD TAKE A FOREIGN LANGUAGE COURSE.

The majority of students agreed with this statement (54.5%). Dade County male students were significantly less in agreement than were female respondents (45.2% and 62.2%, respectively; $p < .01$). Moreover, Dade County white non-Hispanic students (36.1%) were significantly less likely to agree with taking foreign language courses than were black non-Hispanic (65.6, $p < .01$) and Hispanic respondents (54.1%, $p < .05$).

Question 33: IF I COULD DO MY HIGH SCHOOL YEARS OVER, I WOULD READ MORE.

Nearly half of the total group **strongly agreed** with this item (42.9%) with a combined 80.2% expressing **agreement** or **strong agreement**.

Question 40: HOW MANY TIMES A YEAR DID YOU SEE YOUR HIGH SCHOOL COUNSELOR?

The majority of the sample reported one to two visits a year or less to their counselor (53.9%), while nearly one-fourth indicated three to five (22.4%) or six to nine (23.5%) visits a year.

Question 43: DO YOU HAVE ANY WAYS IN WHICH YOU OR YOUR HIGH SCHOOL COULD HAVE BETTER PREPARED YOU FOR MIAMI-DADE?

More than half of the respondents answered "no" to this item (58.0%), but of the 42% who replied "yes", many had included comments which are enumerated in Appendix VI.

Perception of skills attained from the high school experience. Three questions were grouped under this heading. Detailed results for these questions can be found in Table 9.

Question 34: MY HIGH SCHOOL PREPARED ME FOR A JOB.

Almost half of the students agreed with this item (47.5%). Dade County white non-Hispanic students were significantly less likely to agree than were black non-Hispanic students (36.1% and 65.2%, respectively; $p < .01$). Furthermore, Dade County public school graduates were substantially more in agreement with having received job preparation than their private school counterparts (53.7% and 25.0%, respectively; $p < .01$).

Question 35: MY HIGH SCHOOL COURSES PREPARED ME FOR COLLEGE.

Almost two-thirds of the total respondents felt that their courses prepared them for college (61.0%). While nearly half of the Dade County white non-Hispanic students agreed with this item, they were considerably less in agreement than the Hispanic students (47.2% and 63.9%, respectively).

Question 36: MY HIGH SCHOOL COURSES PREPARED ME TO BE AN ADULT.

Over half of the total sample agreed with this statement (51.5%), although Dade County male students were substantially less in agreement than female students (44.7% and 57.8%, respectively; $p < .05$).

Perception of academic assistance provided by Miami-Dade. Three questions were grouped under this heading. More detailed results from these questions are found in Table 10.

Question 21: I WOULD DO BETTER AT MIAMI-DADE IF MY TEACHERS WOULD GO SLOWER.

There was a great deal of indecisiveness on this item, with more than one-fourth of the total sample responding "undecided" (28.6%). Of those who could decide, half agreed that their performance would improve if teachers slowed down (51.0%) and half disagreed (49.0%). Dade County white non-Hispanic students (22.3%) were significantly less in agreement than were Hispanic (41.5%, $p < .01$) and black non-Hispanic (41.1%, $p < .05$) students.

Question 22: BASIC SKILLS COURSES HAVE HELPED ME.

More than three-fourths of the total respondents agreed with this statement (81.6%). Dade County black non-Hispanic students were substantially more in agreement than were white non-Hispanic respondents (87.3% and 72.9%, respectively); and Dade County public school graduates indicated significantly more agreement than did private school graduates (81.5% and 64.8%, respectively; $p < .05$).

Question 24: I WOULD RECOMMEND MIAMI-DADE TO MY FRIENDS.

Most students indicated that they would recommend Miami-Dade to friends (81.8%). However, Dade County white non-Hispanic students (64.8%) were significantly less enthusiastic than Hispanic (89.5%, $p < .01$) and black non-Hispanic (82.1%, $p < .01$) respondents. More than three-fourths of each of the remaining demographic subgroups indicated support of Miami-Dade.

Perception of academic performance at Miami-Dade. Two questions were grouped under this heading. More detailed results from these questions are found in Table 11.

Question 13: I AM A BETTER STUDENT NOW THAN I WAS IN HIGH SCHOOL.

While almost two-thirds of the total sample agreed with this statement

(64.4%), there were significant differences between some of the demographic subgroups. For Dade County respondents, white non-Hispanic students were significantly more in agreement than the black non-Hispanic students (75.6% and 57.9%, respectively; $p < .05$); male students were more likely to agree than female respondents (74.4% and 59.6%, respectively; $p < .01$); and public school graduates agreed with this item significantly more than private school graduates (68.4% and 43.2%, respectively; $p < .01$).

Question 23: I DON'T MIND TAKING BASIC SKILLS COURSES.

More than two-thirds of the total respondents indicated their agreement with taking basic skills courses (68.7%). However, Dade County private school graduates were significantly less likely to agree with this item than were non-Dade County high school graduates (56.7% and 75.5%, respectively; $p < .05$).

Evaluation of High School Transcripts

The results of the evaluation of the 211 high school transcripts are presented in Table 12. The percentage of developmental and Scholar's Grant student transcripts assigned to the Non-Accelerated level were essentially the same (47.0% and 46.8%, respectively), but that is where the similarity ends. None of the Scholar's Grant student transcripts were assigned to the Remedial level as compared to 7% of the developmental students. Nearly half of the developmental student transcripts were assigned to the Basic group (44.7%) as compared to 6.4% of the Scholar's Grant student transcripts. Finally, almost half of the Scholar's Grant student transcripts were in the Accelerated level (46.8%) while only one developmental student transcript was assigned to that level (0.7%). The x^2 test of significance was used to evaluate the outcome of the transcript assignments and it proved to be significant. The hypothesis that was under investigation in this portion of the study was: the level at which a high school transcript was assigned is independent of the caliber of work being performed by the student at Miami-Dade. The significant x^2 ($p < .01$) indicates that high school curriculum level is related to subsequent classification as a developmental or Scholar's Grant student at Miami-Dade. Scholar's Grant students were considerably more likely to have taken Non-Accelerated and Accelerated courses than developmental students, who were most likely to have been in classes at the Basic and Non-Accelerated levels.

Comparative Guidance and Placement (CGP) Scores for Public and Private School Graduates

With the information at hand showing CGP scores for students in various demographic groups, it was of interest to compare the scores of public high school graduates with those of private high school graduates (Table 13).

In Reading and Written English Expression, a higher percentage of public school graduates scored below cutoff than did the private school graduates (44% and 32%; 40% and 27%, respectively). Conversely, on the Computation portion of the CGP, almost half of the private school students had scores below cutoff as compared to slightly more than one-third of the public school group (49% and 36%, respectively).

DISCUSSION

Educators must frequently make decisions about student preparation and curriculum re-design with scant empirical data at hand. Understandably, the pressures of time and political forces require decisions regardless of the availability of supporting evidence. Decisions regarding curriculum offerings at Miami-Dade led to closer scrutiny of the preparation of entering high school students, including the initiation of a college-wide basic skills assessment program. Results from one year of testing supported the general impression that student skills were desperately low. Not surprisingly, much interest was generated regarding the curriculum experiences of these young men and women just out of high school, who were so poorly prepared to function at a college level. Two decisions were reached: 1) that more empirical data should be obtained and 2) that closer work with Dade County secondary schools was essential. The research study which evolved from these discussions utilized data from student self reports and analysis of high school records.

Asking students to report on their high school experiences involves many risks for the researcher; inaccurate recall, distortion, and providing socially desirable responses are only a few of the possible biases. Nonetheless, the reflections of students must not be taken lightly since these same potential biases will likely remain with them and influence their judgments well beyond their stay at Miami-Dade.

The results of the questionnaire indicate that there are only slight differences among the groups of public Dade County, private Dade County, and non-Dade County high school graduates. Our early impression that there is widespread lack of preparation has been fully supported. Students are aware that too little was expected of them in high school. They admit that they did not study a lot (fifty percent) and that their study patterns were erratic (fifty percent), and that they picked easy courses (forty percent). Only one-half believed that they were ready for college when they left high school.

The results of the transcript analyses are also not surprising. Students who were in the lower level curriculum tracks in high school ended up in remedial courses at Miami-Dade; those who graduated from the accelerated track did not. What is surprising to many, however, is the large number of students who were in the low-level tracks but nevertheless decided to enroll at Miami-Dade. Neither their original plans nor their curriculum were college bound. It is one of the more important findings of this study that large numbers of students who report taking easy courses and who also take remedial level skills courses in high school, at a later time change their minds and enroll in college.

Most educational research could be more rigorous and the representativeness of those studies could always be improved. The present study is no different in that regard; yet the results have sufficient clarity to be given serious consideration as the community college endeavors to develop academic programs for those students who desire to continue their education. The major problem appears to be that there is a noticeable increase in the number of students who are leaving high school underprepared to continue postsecondary

education. Keeping in mind that many of these youngsters have no intentions while they are in high school of continuing their education and are merely attempting to get by academically, it is important to draw from the results of this study to learn that these same students do at a later time change their intentions and enroll in college. The fact that three quarters of the high school graduates in the United States are currently continuing in some form of postsecondary education suggests that basic academic skills are essential even to those students who have little intention of continuing their education while in the secondary program.

It follows that we must raise expectations for these students while they are in high school and that we must get them out of the business of getting by on poor study habits and that we must encourage them to seek those basic skills and concepts that will aid in their college endeavors. There is evidence from research at Miami-Dade and in the literature that extremely few of those students who arrive at the open-door institution academically underprepared ever graduate from the two-year college. The estimates range from five to fifteen percent but in very few cases do colleges report more than fifteen percent of the lowest quartile of their entering students in receipt of a degree from their institution. It can only be to the benefit of the student, the high school, the college, and society in general to insist on the acquisition of those necessary skills that will permit the student at a later time to move effectively into postsecondary education.

Table 1
Description of Sample in Relation to Campus and College-Wide Numbers of Students Who Wrote the Comparative Guidance and Placement Program Fall Term 81-1

Campus	Students Below Cutoff per Campus		Students Who Took CGP per Campus	Students Below Cutoff by Campus in Relation to College-Wide	Sampled for Study	
	No.	%	Number	Percent	No.	%
Written English Expression						
North	981	48	2,033	42	78	42
South	1,089	33	3,306	46	72	39
New World Center	182	50	363	8	26	14
Medical Center	90	61	147	4	9	5
(College-Wide)	(2,342)	(40)	(5,849)	(100)	(185)	(100)
Computation Test						
North	1,020	50	2,034	41	52	29
South	1,185	36	3,305	48	76	42
New World Center	189	52	363	8	34	19
Medical Center	86	59	147	3	19	10
(College-Wide)	(2,480)	(42)	(5,849)	(100)	(181)	(100)
Reading Test						
North	1,103	54	2,032	43	43	39
South	1,181	36	3,306	46	39	35
New World Center	209	58	363	8	12	11
Medical Center	90	61	147	3	17	15
(College-Wide)	(2,583)	(44)	(5,848)	(100)	(111)	(100)

Table 2
Frequency of High School Transcripts Requested and Reviewed for Scholar's Grant Students

Campus	Number Requested	*Number Reviewed
North	43	29
South	79	39
New World Center	15	8
Medical Center	5	3
Total	142	79

*21 transcripts belonging to private high school graduates were not included in the evaluation. The remaining 42 requested transcripts were unavailable and it was determined that there was no relationship between transcript availability and student academic performance.

Table 3
Frequency of High School Transcripts Requested and Reviewed for Developmental Students

Campus	Number Requested	*Number Reviewed
North	66	57
South	69	59
New World Center	12	8
Medical Center	8	8
Total	155	132

*The remaining 42 requested transcripts were unavailable and it was determined that there was no relationship between transcript unavailability and student academic performance.

Table 4*
A Demographic Profile of the In-Class Developmental Sample

Demographic Subgroup	Total (452) 100%	Ethnicity: White Non-Hispanic (37) 8.2%	Ethnicity: Hispanic (191) 42.3%	Ethnicity: Black Non-Hispanic (95) 21.0%	Sex: Males (129) 28.5%	Sex: Females (194) 42.9%	Type of High School from Which Student Graduated: Public (286) 63.3%	Type of High School from Which Student Graduated: Private (37) 8.2%	Type of High School from Which Student Graduated: Non-Dade County (129) 28.5%	Present Age of Respondent: 20 and Older (74) 16.4%	Present Age of Respondent: Under 20 (249) 55.1%
White Non-Hispanic	8.2	100.0	0.0	0.0	17.8	7.2	11.2	13.5	23.3	13.5	10.8
Hispanic	42.3	0.0	100.0	0.0	57.4	60.3	56.6	78.4	42.6	48.6	62.2
Black Non-Hispanic	21.0	0.0	0.0	100.0	24.8	32.5	32.2	8.1	30.2	37.8	26.9
Males	28.5	62.2	38.7	33.7	100.0	0.0	40.2	37.8	46.0	51.4	36.5
Females	42.9	37.8	61.3	66.3	0.0	100.0	59.8	62.2	53.5	48.6	63.5
Public High School Graduates	63.3	86.5	84.8	96.8	89.1	88.1	100.0	0.0	–	90.5	88.0
Private High School Graduates	8.2	13.5	15.2	3.2	10.9	11.9	0.0	100.0	–	9.5	12.0
Non-Dade County High School Graduates	28.5	23.3	42.6	30.2	46.5	53.5	–	–	100.0	–	–
20 and Older	16.4	27.0	18.8	29.5	29.5	18.6	23.4	18.9	–	100.0	0.0
Under 20	55.1	73.0	81.2	70.5	70.5	81.4	76.6	81.1	–	0.0	100.0

*Some totals do not add to 100% since non-Dade County high school graduates are excluded from subgroup analyses except for "Type of High School".

Table 5**
Perception of Personal Commitment to Educational Goals and Tasks

Questions	Response Choice	Total (452) 100%	Ethnicity: White Non-Hispanic (37) 8.2%	Ethnicity: Hispanic (191) 42.3%	Ethnicity: Black Non-Hispanic (95) 21.0%	Sex: Males (129) 28.5%	Sex: Females (194) 42.9%	Type of High School from Which Student Graduated: Public (286) 63.3%	Type of High School from Which Student Graduated: Private (37) 8.2%	Type of High School from Which Student Graduated: Non-Dade County (129) 28.5%	Present Age of Respondent: 20 and Older (74) 16.4%	Present Age of Respondent: Under 20 (249) 55.1%
Question 1: I studied a lot	Strongly Agree/ Agree	49.8	21.6	48.2	67.0	45.4	54.1	48.8	64.9	48.1	54.1	49.6
	Strongly Disagree/ Disagree	34.2	62.1	39.8	21.2	39.9	35.0	38.2	27.0	27.1	33.8	37.9
	Undecided	16.0	16.2	12.0	11.7	14.8	10.8	13.0	8.1	24.8	12.2	12.5
Question 3: I usually studied for my tests	Strongly Agree/ Agree	77.9	67.6	68.6	86.3	71.3	75.2	73.5	75.6	88.3	73.0	73.9
	Strongly Disagree/ Disagree	12.6	18.9	18.8	3.2	11.6	16.0	13.6	18.9	8.6	8.2	16.1
	Undecided	9.5	13.5	12.6	10.5	17.1	8.2	12.9	5.4	3.1	18.9	10.0
***Question 4:** I usually handed in reports or papers on time	Strongly Agree/ Agree	82.3	83.7	84.2	86.3	79.0	88.7	85.4	81.1	75.7	79.7	86.3
	Strongly Disagree/ Disagree	10.2	5.4	8.4	7.4	9.4	6.7	7.6	8.1	16.4	10.9	6.8
	Undecided	7.5	10.8	7.3	6.3	11.6	4.6	7.0	10.8	7.8	9.5	6.8
***Question 5:** I usually did my homework	Strongly Agree/ Agree	79.0	72.9	74.3	93.7	73.7	84.0	81.1	70.2	76.8	78.4	80.4
	Strongly Disagree/ Disagree	12.2	13.5	14.7	3.2	14.7	8.8	10.1	18.9	14.8	13.5	10.4
	Undecided	8.8	13.5	11.0	3.2	11.6	7.2	8.7	10.8	8.5	8.1	9.2
Question 7: I had a special place where I did my homework	Strongly Agree/ Agree	38.9	29.7	37.2	42.1	31.1	42.3	37.1	43.2	41.9	43.2	36.1
	Strongly Disagree/ Disagree	45.6	48.6	47.1	44.2	50.4	43.8	46.9	43.2	43.4	43.2	47.4
	Undecided	15.5	21.6	15.7	13.7	18.6	13.9	16.1	13.5	14.7	13.5	16.5

*Listed under more than one table.

**Some totals do not add to 100% since non-Dade County high school graduates are excluded from subgroup analyses except for "Type of High School".

Table 5 (continued)
Perception of Personal Commitment to Educational Goals and Tasks

Questions	Response Choice	Total (452) 100%	Ethnicity: White Non-Hispanic (37) 8.2%	Ethnicity: Hispanic (191) 42.3%	Ethnicity: Black Non-Hispanic (95) 21.0%	Sex: Males (129) 28.5%	Sex: Females (194) 42.9%	Type of High School from Which Student Graduated: Public (286) 63.3%	Type of High School from Which Student Graduated: Private (37) 8.2%	Type of High School from Which Student Graduated: Non-Dade County (129) 28.5%	Present Age of Respondent: 20 and Older (74) 16.4%	Present Age of Respondent: Under 20 (249) 55.1%
Question 8: I had a special time when I did my homework	Strongly Agree/ Agree	33.0	18.9	32.5	33.7	28.7	32.9	31.5	29.7	37.2	32.5	30.9
	Strongly Disagree/ Disagree	52.5	64.9	53.4	52.6	55.8	53.7	54.2	56.7	47.3	52.7	55.1
	Undecided	14.6	16.2	14.1	13.7	15.5	13.4	14.3	13.5	15.5	14.9	14.1
Question 12: I enjoyed reading books in my spare time	Strongly Agree/ Agree	50.8	35.1	48.2	59.0	40.3	56.2	50.0	48.6	53.1	50.0	49.8
	Strongly Disagree/ Disagree	35.4	62.1	38.8	25.3	41.9	34.5	37.1	40.5	30.5	35.1	38.2
	Undecided	13.7	2.7	13.1	15.8	17.8	9.3	12.9	10.8	16.4	14.9	12.0
***Question 16:** I picked easy courses to take when I was in high school	Strongly Agree/ Agree	25.0	24.3	27.9	19.2	22.7	26.4	26.8	10.8	25.2	31.1	23.1
	Strongly Disagree/ Disagree	58.0	59.5	55.8	65.9	61.0	58.0	57.0	75.6	55.1	54.1	60.7
	Undecided	17.0	16.2	16.3	14.9	16.4	15.5	16.2	13.5	19.7	14.9	16.2
Question 17: Most of my friends were planning on going to college	Strongly Agree/ Agree	75.2	86.4	78.6	72.6	77.6	77.8	76.9	83.8	68.7	68.9	80.3
	Strongly Disagree/ Disagree	14.6	10.8	13.6	14.8	13.2	13.9	13.6	13.5	17.2	16.2	12.8
	Undecided	10.2	2.7	7.9	12.6	9.3	8.2	9.4	2.7	14.1	14.9	6.8
Question 20: I plan to attend Miami-Dade for at least two years	Strongly Agree/ Agree	77.7	62.1	86.9	72.3	74.2	83.5	81.0	70.2	72.2	79.7	79.8
	Strongly Disagree/ Disagree	12.5	24.3	7.4	11.7	14.9	7.7	9.9	16.2	17.4	6.8	11.7
	Undecided	9.8	13.5	5.8	16.0	10.9	8.8	9.1	13.5	10.3	13.5	8.5

*Listed under more than one table.

Table 5 (continued)
Perception of Personal Commitment to Educational Goals and Tasks

Questions	Response Choice	Total (452) 100%	Ethnicity: White Non-Hispanic (37) 8.2%	Ethnicity: Hispanic (191) 42.3%	Ethnicity: Black Non-Hispanic (95) 21.0%	Sex: Males (129) 28.5%	Sex: Females (194) 42.9%	Type of High School from Which Student Graduated: Public (286) 63.3%	Type of High School from Which Student Graduated: Private (37) 8.2%	Type of High School from Which Student Graduated: Non-Dade County (129) 28.5%	Present Age of Respondent: 20 and Older (74) 16.4%	Present Age of Respondent: Under 20 (249) 55.1%
***Question 41:** What helped you decide upon your high school courses?	Requirements for graduation	56.8	56.8	60.6	61.7	59.1	61.5	60.4	61.8	47.7	69.4	57.9
	Courses which wouldn't be too hard	5.6	5.4	5.3	4.3	7.9	3.1	5.6	0.0	7.0	8.3	4.0
	Advice from your guidance counselor	20.6	16.2	16.0	33.0	17.3	23.4	22.1	11.8	19.5	22.2	20.6
	Suggestions from your friends	2.0	0.0	2.1	4.3	3.9	1.6	2.8	0.0	0.8	2.8	2.4
	Your desire to prepare for something after high school	36.5	21.6	37.2	35.1	33.1	35.9	33.7	44.1	40.6	31.9	35.6
	The name of the course if it sounded interesting	6.5	2.7	6.4	9.6	9.4	5.2	7.4	2.9	5.5	9.7	6.1
***Question 42:** What would you recommend to 10th graders so they can be ready for college?	Take courses that will be used in college	49.7	43.2	57.4	44.0	52.4	51.6	52.1	50.0	44.1	48.6	52.8
	Keep trying even when it looks like you might not make it	25.8	24.3	22.6	31.9	21.4	28.1	25.9	22.2	26.8	29.2	24.4
	Go to summer school for extra help in certain subjects	13.0	10.8	10.0	16.5	13.5	10.9	12.8	5.6	15.7	20.8	9.3
	Make sure you study at least 4-5 hours a week	12.6	8.1	11.6	18.7	13.5	13.0	13.8	8.3	11.0	15.3	12.6

*More than one response choice could be selected by respondent. Percentages may not total 100.

Table 5 (continued)
Perception of Personal Commitment to Educational Goals and Tasks

Questions	Response Choice	Total (452) 100%	Ethnicity: White Non-Hispanic (37) 8.2%	Ethnicity: Hispanic (191) 42.3%	Ethnicity: Black Non-Hispanic (95) 21.0%	Sex: Males (129) 28.5%	Sex: Females (194) 42.9%	Type of High School from Which Student Graduated: Public (286) 63.3%	Type of High School from Which Student Graduated: Private (37) 8.2%	Type of High School from Which Student Graduated: Non-Dade County (129) 28.5%	Present Age of Respondent: 20 and Older (74) 16.4%	Present Age of Respondent: Under 20 (249) 55.1%
*Question 42: (continued) What would you recommend to 10th graders so they can be ready for college?	Make sure you study at least 6-10 hours a week	13.3	5.4	12.1	11.0	8.7	12.5	12.1	2.8	18.9	12.5	10.6
	Make sure you take an English course that requires writing papers regularly or weekly	23.1	18.9	22.1	24.2	23.8	21.4	20.9	33.3	25.2	26.4	21.1
	Make sure you take extra math courses besides arithmetic	17.5	13.5	15.8	18.7	16.7	16.1	16.7	13.9	20.5	20.8	15.0
	Make sure to improve your reading skills	24.3	24.3	20.0	31.9	23.8	24.0	24.1	22.2	25.2	33.3	21.1
	Get someone to help you if you are having trouble in any subjects	24.0	27.0	21.6	30.8	26.2	24.0	25.5	19.4	22.0	31.9	22.8
	Other	3.6	13.5	2.6	2.2	6.3	2.1	3.2	8.3	3.1	1.4	4.5

*More than one response choice could be selected by respondent. Percentages may not total 100.

Table 6**
Perception of Academic Performance in High School

Questions	Response Choice	Total (452) 100%	Ethnicity: White Non-Hispanic (37) 8.2%	Ethnicity: Hispanic (191) 42.3%	Ethnicity: Black Non-Hispanic (95) 21.0%	Sex: Males (129) 28.5%	Sex: Females (194) 42.9%	Type of High School from Which Student Graduated: Public (286) 63.3%	Type of High School from Which Student Graduated: Private (37) 8.2%	Type of High School from Which Student Graduated: Non-Dade County (129) 28.5%	Present Age of Respondent: 20 and Older (74) 16.4%	Present Age of Respondent: Under 20 (249) 55.1%
Question 2: My courses were easy for me	Strongly Agree/ Agree	49.9	64.9	49.2	51.5	52.7	51.0	52.5	45.9	45.3	54.0	51.0
	Strongly Disagree/ Disagree	28.8	16.2	28.8	27.4	24.8	28.3	25.5	37.8	33.6	28.4	26.5
	Undecided	21.3	18.9	22.0	21.1	22.5	20.6	22.0	16.2	21.1	17.6	22.5
*Question 4: I usually handed in reports or papers on time	Strongly Agree/ Agree	82.3	83.7	84.2	86.3	79.0	88.7	85.4	81.1	75.7	79.7	86.3
	Strongly Disagree/ Disagree	10.2	5.4	8.4	7.4	9.4	6.7	7.6	8.1	16.4	10.9	6.8
	Undecided	7.5	10.8	7.3	6.3	11.6	4.6	7.0	10.8	7.8	9.5	6.8
*Question 5: I usually did my homework	Strongly Agree/ Agree	79.0	72.9	74.3	93.7	73.7	84.0	81.1	70.2	76.8	78.4	80.4
	Strongly Disagree/ Disagree	12.2	13.5	14.7	3.2	14.7	8.8	10.1	18.9	14.8	13.5	10.4
	Undecided	8.8	13.5	11.0	3.2	11.6	7.2	8.7	10.8	8.5	8.1	9.2
*Question 15: I picked easy courses to take when I was in high school	Strongly Agree/ Agree	25.0	24.3	27.9	19.2	22.7	26.4	26.6	10.8	25.2	31.1	23.1
	Strongly Disagree/ Disagree	58.0	59.5	55.8	65.9	61.0	58.0	57.0	75.6	55.1	54.1	60.7
	Undecided	17.0	16.2	16.3	14.9	16.4	15.5	16.2	13.5	19.7	14.9	16.2
Question 18: My grades in high school were usually Cs and Ds	Strongly Agree/ Agree	24.4	27.0	27.0	22.1	25.2	25.8	27.5	10.8	21.2	34.3	23.0
	Strongly Disagree/ Disagree	65.6	62.1	60.9	71.6	61.4	66.0	62.7	75.6	69.2	61.6	64.9
	Undecided	10.0	10.8	12.2	6.3	13.4	8.2	9.9	13.5	9.4	4.1	12.1

*Listed under more than one table.

**Some totals do not add to 100% since non-Dade County high school graduates are excluded from subgroup analyses except for "Type of High School".

Table 6 (continued)
Perception of Academic Performance in High School

Questions	Response Choice	Total (452) 100%	Ethnicity: White Non-Hispanic (37) 8.2%	Ethnicity: Hispanic (191) 42.3%	Ethnicity: Black Non-Hispanic (95) 21.0%	Sex: Males (129) 28.5%	Sex: Females (194) 42.9%	Type of High School from Which Student Graduated: Public (286) 63.3%	Type of High School from Which Student Graduated: Private (37) 8.2%	Type of High School from Which Student Graduated: Non-Dade County (129) 28.5%	Present Age of Respondent: 20 and Older (74) 16.4%	Present Age of Respondent: Under 20 (249) 55.1%
*Question 19: When I graduated from high school, I believed I was ready for college	Strongly Agree/ Agree	50.9	35.1	52.3	55.8	54.3	49.5	49.7	64.8	49.6	47.3	52.6
	Strongly Disagree/ Disagree	25.8	45.9	22.5	21.0	23.3	25.8	25.8	16.2	28.3	32.4	22.5
	Undecided	23.3	18.9	25.1	23.2	22.5	24.7	24.5	18.9	22.0	20.3	24.9
Question 25: My grades in high school were usually Cs	Strongly Agree/ Agree	51.7	56.7	56.6	47.4	55.9	52.6	56.7	32.4	46.6	52.1	54.5
	Strongly Disagree/ Disagree	37.1	24.3	31.7	48.4	32.2	38.1	34.2	48.6	40.3	39.7	34.7
	Undecided	11.1	18.9	11.6	4.2	11.8	9.3	9.2	18.9	13.2	8.2	10.9

*Listed under more than one table.

Table 7**
Perception of Academic Demands Made by the High School

Questions	Response Choice	Total (452) 100%	Ethnicity: White Non-Hispanic (37) 8.2%	Ethnicity: Hispanic (191) 42.3%	Ethnicity: Black Non-Hispanic (95) 21.0%	Sex: Males (129) 28.5%	Sex: Females (194) 42.9%	Type of High School from Which Student Graduated: Public (286) 63.3%	Type of High School from Which Student Graduated: Private (37) 8.2%	Type of High School from Which Student Graduated: Non-Dade County (129) 28.5%	Present Age of Respondent: 20 and Older (74) 16.4%	Present Age of Respondent: Under 20 (249) 55.1%
Question 6: I hardly ever had to do my homework at home	Strongly Agree/ Agree	36.3	51.3	38.9	33.0	43.3	35.6	39.4	32.4	30.5	33.8	40.0
	Strongly Disagree/ Disagree	51.7	37.8	51.1	52.1	47.3	51.6	49.3	54.0	56.2	56.8	47.7
	Undecided	12.0	10.8	10.0	14.9	9.4	12.9	11.3	13.5	13.3	9.5	12.1
Question 11: My work took 50 pages of reading a week	Strongly Agree/ Agree	14.5	10.8	14.7	11.7	13.2	13.5	12.3	21.6	17.1	12.2	13.7
	Strongly Disagree/ Disagree	59.4	75.6	60.7	55.4	65.9	57.5	62.4	48.6	55.8	58.1	61.7
	Undecided	26.2	13.5	24.6	33.0	20.9	29.0	25.3	29.7	27.1	29.7	24.6
***Question 19:** When I graduated from high school I believed I was ready for college	Strongly Agree/ Agree	50.9	35.1	52.3	55.8	54.3	49.5	49.7	64.8	49.6	47.3	52.6
	Strongly Disagree/ Disagree	25.8	45.9	22.5	21.0	23.3	25.8	25.8	16.2	28.3	32.4	22.5
	Undecided	23.3	18.9	25.1	23.2	22.5	24.7	24.5	18.9	22.0	20.3	24.9
Question 37: In high school, how many times did you have to use the library for information?	Never	6.3	0.0	7.4	4.4	4.8	6.3	6.0	2.9	8.0	7.0	5.3
	Once or Twice	17.9	21.6	17.6	17.6	16.8	18.8	19.2	8.6	17.6	18.3	18.0
	3 - 5	28.1	27.0	23.3	29.7	32.8	26.7	29.9	22.9	25.6	26.8	29.8
	6 - 8	15.9	10.8	19.1	13.2	12.0	19.4	15.3	25.7	14.4	15.5	16.7
	9 or more	31.7	40.5	26.6	35.2	33.6	28.8	29.5	40.0	34.4	32.4	30.2
Question 38: In high school, how many times a month did you have to write reports or papers?	Never	12.8	13.9	13.9	8.8	12.1	12.6	12.5	11.4	13.6	12.7	12.3
	Once or Twice	54.2	50.0	53.5	56.0	59.9	50.5	54.5	48.6	55.2	53.5	53.9
	3 - 5	22.3	27.8	21.9	26.4	21.8	25.3	22.6	34.3	18.4	25.4	23.5
	6 - 8	6.4	2.8	6.4	5.5	3.2	7.4	6.1	2.9	8.0	7.0	5.3
	9 or more	4.3	5.6	4.3	3.3	4.0	4.2	4.3	2.9	4.8	1.4	4.9

*Listed under more than one table.

**Some totals do not add to 100% since non-Dade County high school graduates are excluded from subgroup analyses except for "Type of High School".

Table 7 (continued)
Perception of Academic Demands Made by the High School

Questions	Response Choice	Total (452) 100%	Ethnicity: White Non-Hispanic (37) 8.2%	Ethnicity: Hispanic (191) 42.3%	Ethnicity: Black Non-Hispanic (95) 21.0%	Sex: Males (129) 28.5%	Sex: Females (194) 42.9%	Type of High School from Which Student Graduated: Public (286) 63.3%	Private (37) 8.2%	Non-Dade County (129) 28.5%	Present Age of Respondent: 20 and Older (74) 16.4%	Under 20 (249) 55.1%
Question 39: In high school, how many times did you have to take essay exams?	Never	9.4	2.7	10.8	7.6	8.8	8.9	8.9	8.6	10.7	11.4	8.2
	Once or Twice	35.0	32.4	36.0	32.6	40.8	30.5	36.1	22.9	36.1	44.3	31.8
	3 - 5	27.2	29.7	24.2	32.6	19.2	32.6	28.2	20.0	27.0	21.4	29.0
	6 - 8	11.9	13.5	11.3	13.0	9.6	13.7	11.4	17.1	11.5	11.4	12.2
	9 or more	16.5	21.6	17.7	14.1	21.6	14.2	15.4	31.4	14.8	11.4	18.8

Table 8*
Perception of Academic Assistance Provided by the High School

Questions	Response Choice	Total (452) 100%	Ethnicity: White Non-Hispanic (37) 8.2%	Ethnicity: Hispanic (191) 42.3%	Ethnicity: Black Non-Hispanic (95) 21.0%	Sex: Males (129) 28.5%	Sex: Females (194) 42.9%	Type of High School from Which Student Graduated: Public (286) 63.3%	Type of High School from Which Student Graduated: Private (37) 8.2%	Type of High School from Which Student Graduated: Non-Dade County (129) 28.5%	Present Age of Respondent: 20 and Older (74) 16.4%	Present Age of Respondent: Under 20 (249) 55.1%
Question 10: I was able to get help at school if I needed it	Strongly Agree/ Agree	67.4	78.3	62.3	73.6	67.4	67.5	65.8	81.0	67.1	67.6	67.5
	Strongly Disagree/ Disagree	18.8	13.5	17.8	17.9	20.2	15.5	17.8	13.5	22.7	14.9	18.0
	Undecided	13.7	8.1	19.9	8.4	12.4	17.0	16.4	5.4	10.2	17.6	14.5
Question 14: My high school told me which courses to take for college	Strongly Agree/ Agree	18.4	10.8	17.8	24.3	16.3	20.7	18.8	18.9	17.3	16.2	19.7
	Strongly Disagree/ Disagree	73.8	81.0	74.3	70.5	74.4	73.7	73.8	75.6	73.2	82.4	71.5
	Undecided	7.8	8.1	7.9	5.3	9.3	5.7	7.3	5.4	9.4	1.4	8.8
Question 15: I learned how to study in high school, which helped me in college	Strongly Agree/ Agree	35.0	18.9	31.4	50.0	30.5	38.6	34.1	45.9	33.9	31.1	36.7
	Strongly Disagree/ Disagree	50.3	57.7	52.9	38.3	55.5	44.8	51.3	32.4	53.5	54.0	47.6
	Undecided	14.7	24.3	15.7	11.7	14.1	16.5	14.7	21.6	12.6	14.9	15.7
Question 26: If I could do my high school years over, I would take courses that require more home-work	Strongly Agree/ Agree	48.0	38.9	47.0	53.4	42.4	51.6	48.7	41.6	48.0	50.7	47.1
	Strongly Disagree/ Disagree	26.3	38.9	24.3	23.3	28.8	23.7	24.0	38.9	27.7	21.1	27.1
	Undecided	25.8	22.2	28.6	23.3	28.8	24.7	27.3	19.4	24.4	28.2	25.8
Question 27: If I could do my high school years over, I would take more science courses	Strongly Agree/ Agree	54.8	38.9	51.6	54.5	50.8	51.0	51.5	47.2	64.7	61.9	47.7
	Strongly Disagree/ Disagree	25.9	36.1	28.8	26.6	26.6	30.6	30.3	19.4	18.0	16.9	32.6
	Undecided	19.2	25.0	19.6	18.9	22.6	18.3	18.2	33.3	17.2	21.1	19.7

*Some totals do not add to 100% since non-Dade County high school graduates are excluded from subgroup analyses except for "Type of High School".

Table 8 (continued)
Perception of Academic Assistance Provided by the High School

Questions	Response Choice	Total (452) 100%	Ethnicity: White Non-Hispanic (37) 8.2%	Ethnicity: Hispanic (191) 42.3%	Ethnicity: Black Non-Hispanic (95) 21.0%	Sex: Males (129) 28.5%	Sex: Females (194) 42.9%	Type of High School from Which Student Graduated: Public (286) 63.3%	Type of High School from Which Student Graduated: Private (37) 8.2%	Type of High School from Which Student Graduated: Non-Dade County (129) 28.5%	Present Age of Respondent: 20 and Older (74) 16.4%	Present Age of Respondent: Under 20 (249) 55.1%
Question 28: If I could do my high school years over, I would take more math courses	Strongly Agree/ Agree	82.9	80.6	82.2	91.2	77.6	89.2	86.2	72.2	79.0	94.4	81.7
	Strongly Disagree/ Disagree	7.8	5.6	7.6	4.4	8.0	5.3	5.9	11.1	11.3	2.8	7.5
	Undecided	9.2	13.9	10.3	4.4	14.4	5.4	8.0	16.7	9.7	2.8	10.8
Question 29: If I could do my high school years over, I would take more English courses	Strongly Agree/ Agree	79.0	72.2	76.7	85.5	76.8	80.0	80.7	63.9	79.8	91.5	74.9
	Strongly Disagree/ Disagree	11.5	16.7	10.3	8.9	12.0	9.8	10.3	13.9	13.7	4.2	12.6
	Undecided	9.4	11.1	13.0	5.6	11.2	10.3	9.1	22.2	6.5	4.2	12.6
Question 30: If I could do my high school years over, I would take English courses that make me write more	Strongly Agree/ Agree	77.2	75.0	75.6	77.8	74.2	77.4	75.9	77.8	80.0	78.8	75.3
	Strongly Disagree/ Disagree	9.8	16.7	7.6	8.9	9.7	8.6	9.2	8.3	12.0	7.0	9.7
	Undecided	12.9	8.3	16.8	13.3	16.1	14.0	15.0	13.9	8.0	14.1	15.1
Question 31: If I could do my high school years over, I would take courses that make me read more	Strongly Agree/ Agree	77.2	77.8	74.6	78.9	72.0	79.1	76.7	72.2	79.9	83.1	74.2
	Strongly Disagree/ Disagree	10.8	11.1	10.8	8.9	12.0	9.1	9.4	16.7	12.1	7.0	11.3
	Undecided	12.0	11.1	14.6	12.2	16.0	11.8	13.8	11.1	8.1	9.9	14.6
Question 32: If I could do my high school years over, I would take a foreign language course	Strongly Agree/ Agree	54.5	36.1	54.1	65.6	45.2	62.2	56.8	44.4	52.5	64.8	52.5
	Strongly Disagree/ Disagree	23.7	52.8	25.1	15.6	33.9	20.0	24.5	33.4	18.9	21.2	26.8
	Undecided	21.8	11.1	20.8	18.9	21.0	17.8	18.7	22.2	28.7	14.1	20.6

Table 8 (continued)
Perception of Academic Assistance Provided by the High School

Questions	Response Choice	Total (452) 100%	Ethnicity: White Non-Hispanic (37) 8.2%	Ethnicity: Hispanic (191) 42.3%	Ethnicity: Black Non-Hispanic (95) 21.0%	Sex: Males (129) 28.5%	Sex: Females (194) 42.9%	Type of High School from Which Student Graduated: Public (286) 63.3%	Type of High School from Which Student Graduated: Private (37) 8.2%	Type of High School from Which Student Graduated: Non-Dade County (129) 28.5%	Present Age of Respondent: 20 and Older (74) 16.4%	Present Age of Respondent: Under 20 (249) 55.1%
Question 33: If I could take my high school years over, I would read more	Strongly Agree/ Agree	80.2	72.2	79.2	81.1	73.4	82.7	78.4	83.3	83.2	84.5	77.3
	Strongly Disagree/ Disagree	8.7	11.2	8.2	7.7	10.5	7.0	8.1	11.1	9.6	7.0	8.8
	Undecided	11.1	16.7	12.6	11.1	16.1	10.3	13.6	5.6	7.2	8.5	13.9
Question 40: In high school, how many times a year did you see your counselor?	Never	15.6	18.9	13.3	11.0	15.9	11.6	12.1	22.9	21.6	23.9	10.2
	Once or Twice	38.3	35.1	43.1	29.7	38.1	38.4	39.1	31.4	38.4	36.6	38.8
	3 - 5	22.4	24.3	25.0	25.3	25.4	24.7	23.5	37.1	16.0	22.5	25.7
	6 - 8	11.3	8.1	9.0	15.4	9.5	11.6	11.7	2.9	12.8	4.2	12.7
	9 or more	12.2	13.5	9.6	18.7	11.1	13.7	13.5	5.7	11.2	12.7	12.7
Question 43: Do you have any ways in which you or your high school could have better prepared you for Miami-Dade?	No	58.2	59.5	53.4	58.5	60.2	52.6	55.4	56.8	64.8	58.9	54.6
	Yes	41.8	40.5	46.6	41.5	39.8	47.4	44.6	43.2	35.2	41.1	45.4

Table 9*
Perception of Skills Attained from the High School Experience

Questions	Response Choice	Total (452) 100%	Ethnicity: White Non-Hispanic (37) 8.2%	Ethnicity: Hispanic (191) 42.3%	Ethnicity: Black Non-Hispanic (95) 21.0%	Sex: Males (129) 28.5%	Sex: Females (194) 42.9%	Type of High School from Which Student Graduated: Public (286) 63.3%	Type of High School from Which Student Graduated: Private (37) 8.2%	Type of High School from Which Student Graduated: Non-Dade County (129) 28.5%	Present Age of Respondent: 20 and Older (74) 16.4%	Present Age of Respondent: Under 20 (249) 55.1%
Question 34: My high school courses prepared me for a job	Strongly Agree/ Agree	47.5	36.1	45.9	65.2	45.6	53.5	53.7	25.0	40.5	50.7	50.2
	Strongly Disagree/ Disagree	33.3	47.2	33.9	21.3	38.2	27.5	29.4	50.0	37.2	28.2	32.9
	Undecided	19.1	16.7	20.2	13.5	16.3	18.9	16.9	25.0	22.3	21.1	16.9
Question 35: My high school courses prepared me for college	Strongly Agree/ Agree	61.0	47.2	63.9	64.0	59.0	64.0	60.6	72.3	58.7	59.1	62.9
	Strongly Disagree/ Disagree	19.1	30.5	19.7	11.2	19.7	17.8	19.9	8.3	20.6	19.8	18.1
	Undecided	19.8	22.2	16.4	24.7	21.3	18.3	19.5	19.4	20.7	21.1	19.0
Question 36: My high school courses prepared me to be an adult	Strongly Agree/ Agree	51.5	41.7	54.7	52.8	44.7	57.8	51.1	63.9	48.7	47.9	54.0
	Strongly Disagree/ Disagree	25.2	27.8	25.1	21.4	28.5	21.6	26.1	11.1	27.3	24.0	24.5
	Undecided	23.3	30.6	20.2	25.8	26.8	20.5	22.8	25.0	24.0	28.2	21.5

*Some totals do not add to 100% since non-Dade County high school graduates are excluded from subgroup analyses except for "Type of High School".

Table 10*
Perception of Academic Assistance Provided by Miami-Dade

Questions	Response Choice	Total (452) 100%	Ethnicity: White Non-Hispanic (37) 8.2%	Ethnicity: Hispanic (191) 42.3%	Ethnicity: Black Non-Hispanic (95) 21.0%	Sex: Males (129) 28.5%	Sex: Females (194) 42.9%	Type of High School from Which Student Graduated: Public (286) 63.3%	Type of High School from Which Student Graduated: Private (37) 8.2%	Type of High School from Which Student Graduated: Non-Dade County (129) 28.5%	Present Age of Respondent: 20 and Older (74) 16.4%	Present Age of Respondent: Under 20 (249) 55.1%
Question 21: I would do better at Miami-Dade if my teachers would go slower	Strongly Agree/ Agree	36.6	22.3	41.5	41.1	41.5	37.8	39.8	35.1	29.9	48.0	36.7
	Strongly Disagree/ Disagree	34.8	36.2	33.7	37.9	27.4	40.4	35.2	35.1	33.8	30.2	36.7
	Undecided	28.6	41.7	24.7	21.1	31.3	21.8	25.0	29.7	36.2	21.9	26.6
Question 22: Basic skills courses have helped me	Strongly Agree/ Agree	81.6	72.9	77.0	87.3	78.3	80.4	81.5	64.8	86.9	83.8	78.3
	Strongly Disagree/ Disagree	7.8	10.8	9.5	6.3	10.1	7.7	8.0	13.5	5.5	6.8	9.2
	Undecided	10.6	16.2	13.6	6.3	11.6	11.9	10.5	21.6	7.8	9.5	12.4
Question 24: I would recommend Miami-Dade to my friends	Strongly Agree/ Agree	84.8	64.8	89.5	82.1	83.8	85.1	85.0	81.0	85.3	82.4	85.2
	Strongly Disagree/ Disagree	3.3	8.1	2.6	3.2	3.9	3.1	3.8	0.0	3.1	4.1	3.2
	Undecided	11.9	27.0	7.9	14.7	12.4	11.9	11.2	18.9	11.6	13.5	11.6

*Some totals do not add to 100% since non-Dade County high school graduates are excluded from subgroup analyses except for "Type of High School".

Table 11*
Perception of Academic Performance at Miami-Dade

Questions	Response Choice	Total (452) 100%	Ethnicity: White Non-Hispanic (37) 8.2%	Ethnicity: Hispanic (191) 42.3%	Ethnicity: Black Non-Hispanic (95) 21.0%	Sex: Males (129) 28.5%	Sex: Females (194) 42.9%	Type of High School from Which Student Graduated: Public (286) 63.3%	Type of High School from Which Student Graduated: Private (37) 8.2%	Type of High School from Which Student Graduated: Non-Dade County (129) 28.5%	Present Age of Respondent: 20 and Older (74) 16.4%	Present Age of Respondent: Under 20 (249) 55.1%
Question 13: I am a better student now than I was in high school	Strongly Agree/ Agree	64.4	75.6	67.4	57.9	74.4	59.6	68.4	43.2	61.7	67.5	64.9
	Strongly Disagree/ Disagree	13.4	8.1	9.5	16.8	7.8	14.0	10.2	21.6	18.0	14.9	10.5
	Undecided	22.2	16.2	23.2	25.3	17.8	26.4	21.4	35.1	20.3	17.6	24.6
Question 23: I don't mind taking basic skills courses	Strongly Agree/ Agree	68.7	56.7	64.9	71.6	62.0	68.6	67.2	56.7	75.5	71.6	64.3
	Strongly Disagree/ Disagree	16.8	21.6	18.3	16.8	19.4	17.5	18.1	18.9	13.4	16.3	18.8
	Undecided	14.4	21.6	16.8	11.6	18.6	13.9	14.7	24.3	11.0	12.2	16.9

*Some totals do not add to 100% since non-Dade County high school graduates are excluded from subgroup analyses except for "Type of High School".

Table 12
Results of the High School Transcript Evaluation for Developmental and Scholar's Grant Students

Curriculum Level	Developmental		Scholar's Grant	
	No.	%	No.	%
Remedial	10	7.6	—	—
Basic	59	44.7	5	6.4
Non-Accelerated	62	47.0	37	46.8
Accelerated	1	0.7	37	46.8
Total	132	100.0	79	100.0

$x^2 = 88.26$ $P < .01$ d.f. = 3

Table 13
The Percentage of Students from Public and Private Schools Scoring Below the Cutoff Points for the Comparative Guidance and Placement Program

Type of School	Number of Students	CGP Test	Raw Score Cutoff	Percent Below Cutoff
Public	3,960	Reading	19	44
Private	617			32
Public	3,960	Written English Expression	22	40
Private	617			27
Public	3,960	Computation	21	36
Private	617			49

APPENDIX I

STUDENT NUMBER _____ MIAMI-DADE COMMUNITY COLLEGE

Questionnaire for Developmental Students

THINK BACK TO YOUR DAYS IN HIGH SCHOOL WHEN YOU ANSWER THE FOLLOWING QUESTIONS. FOR EACH ITEM, DECIDE IF YOU

[1] STRONGLY AGREE [2] AGREE [3] UNDECIDED [4]DISAGREE [5] STRONGLY DISAGREE

AND PUT THE NUMBER OF THE ANSWER THAT YOU CHOOSE (EITHER [1][2][3][4][5]) ON THE LINE NEXT TO THE QUESTION.

IN HIGH SCHOOL

8 ____ 1) I studied a lot.
____ 2) My courses were easy for me.
____ 3) I usually studied for my tests.
____ 4) I usually handed in reports or papers on time.
____ 5) I usually did my homework.
____ 6) I hardly ever had to do my homework at home.
____ 7) I had a special place where I did my homework.
____ 8) I had a special time when I did my homework.
____ 9) I participated in extra-curricular events sponsored by my high school.
____ 10) I was able to get help at school if I needed it.
____ 11) My work took 50 pages of reading a week.
____ 12) I enjoyed reading books in my spare time.
____ 13) I am a better student now than I was in high school.
____ 14) My high school told me which courses to take for college.
____ 15) I learned how to study in high school which helped me in college.
____ 16) I picked easy courses to take when I was in high school.
____ 17) Most of my friends were planning on going to college.
____ 18) My grades in high school were usually Cs and Ds.
____ 19) When I graduated from high school, I believed I was ready for college.
____ 20) I plan to attend Miami-Dade for at least two years.
____ 21) I would do better at Miami-Dade if my teachers would go slower.
____ 22) Basic skills courses have helped me.
____ 23) I don't mind taking basic skills courses.
____ 24) I would recommend Miami-Dade to my friends.
32 ____ 25) My grades in high school were usually Cs.

IF I COULD DO MY HIGH SCHOOL YEARS OVER, I WOULD

____ 26) Take courses that require more homework.
____ 27) Take more science courses.
____ 28) Take more math courses.
____ 29) Take more English courses.
____ 30) Take an English course that makes me write more.
____ 31) Take courses that make me read more.

IF I COULD DO MY HIGH SCHOOL YEARS OVER, I WOULD

____ 32) Take a foreign language course.
____ 33) Read more.

MY HIGH SCHOOL COURSES PREPARED ME

____ 34) For a job.
____ 35) For college.
43 ____ 36) To be an adult.

IN HIGH SCHOOL:

44 ____ 37) How many times did you have to use the library for information?
____ 38) How many times **a month** did you have to write reports or papers?
____ 39) How many times did you have to take essay exams?
____ 40) How many times a year did you see your counselor?

FOR THE FOLLOWING TWO ITEMS (#41 and 42) PUT A [1] NEXT TO THE ANSWER THAT YOU FEEL IS MOST IMPORTANT, A [2] NEXT TO THE ANSWER THAT YOU FEEL IS SECOND MOST IMPORTANT AND UP TO 7 ratings for #41, UP TO 10 RATINGS FOR #42.

41) What helped you decide upon your high school courses?
____ Requirements for graduation.
____ Courses which wouldn't be too hard.
____ Advice from your guidance counselor.
____ Suggestions from your friends.
____ Your desire to prepare for something after high school (college, job or vocational school).
____ The name of the course if it sounded interesting.
54 ____ Other (PLEASE EXPLAIN)_____

42) What would you recommend to tenth graders so they can be ready for college?
____ Take courses that will be used in college.
____ Keep trying, even when it looks like you might not make it.
____ Go to summer school for extra help in certain subjects.
____ Make sure you study at least 4 to 5 hours a week.
____ Make sure you study at least 6 to 10 hours a week.
____ Make sure you take an English course that requires writing papers regularly or weekly.
____ Make sure you take extra math courses besides arithmetic.
____ Make sure to improve your reading skills.
____ Get someone to help you if you are having trouble in any subjects.
64 ____ Other (PLEASE EXPLAIN)_____

65 ____ 43) Do you have any ways in which you or your high school could have better prepared you for Miami-Dade?
(1) No
(2) Yes (IF YES, PLEASE EXPLAIN) _____

_____

IR (MIS) THANK YOU! FALL 1981

APPENDIX II

Instructions for the Questionnaire for Developmental Students

If you have already completed this questionnaire in another class, please do not take it again. You are among a group of students on all four campuses who have been selected to complete this questionnaire. We are very interested in knowing your attitudes and opinions regarding your high school experiences and your feelings about Miami-Dade Community College. With this information, Miami-Dade can work together with high school personnel to better prepare students for college.

Please be accurate with your answers. Don't just write things that you think we want to see. We want to know the truth, so please tell it like it was. The information you write down will be combined with all the other students who answer this questionnaire. Nothing you write will be counted against you.

Now, think about your days in high school. Read Question 1: "I studied a lot." Decide how you feel about this statement. If you strongly agree with it, write down a "1" on the line next to it; if you agree, write down a "2" on the line; if you are undecided, write a "3" on the line; if you disagree, write a "4"; and if you strongly disagree, write a "5" on the line next to the statement. DO THE SAME FOR THE REST OF THE ITEMS ON THIS PAGE.

On the back side, look at Questions 37 through 40. All of these refer to your entire high school career except Question 38. If your answer is "Never or 0", put a 1 on the line next to the question. If your answer is "1 or 2", put a 2 on the line. If your answer is "3, 4 or 5", put a 3 on the line and so forth.

Now, for Questions 41 and 42, these are different. Question 41 reads: "What helped you decide upon your high school courses?" Then there are seven different answers listed. We want you to rank your answers in terms of importance. If you feel that "Suggestions from your friends" is the most important reason, put a 1 next to that answer. Then put a "2" next to the answer that you feel is second most important and a "3" next to the answer that is third most important and a "4" next to the answer that is fourth most important and so on for as many answers as you feel are important. You have up to seven choices for Question 41. For Question 42, read the question and decide which of the 10 answers is most important and put a "1" next to that statement, put a "2" next to the second most important answer, put a "3" next to the third most important answer, put a "4" next to the fourth most important answer and so on. There are up to 10 different numbers you can have if you feel all 10 answers are important for Question 42.

Now turn the questionnaire over. The first thing you should do is write down your student number in the top left corner, one number per box. Begin doing this entire front page using the Strongly Agree, Agree, Undecided, Disagree or Strongly Disagree scale that you will see at the top of the page. And remember, you are thinking back to your days in high school when you answer these questions. You may begin.

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APPENDIX III

RATIONALE STATEMENTS FOR IN-CLASS QUESTIONNAIRE

Perception of Personal Commitment to Educational Goals and Tasks

Question 1:	I studied a lot.
Rationale:	Was student achievement-oriented and is the response to this item consistent with items relating to study habits as well as academic success in terms of grades.
Questions 3,4,5:	I usually studied for my tests. I usually handed in reports or papers on time. I usually did my homework.
Rationale:	Did student have good study habits prior to entering Miami-Dade, and was student willing to work hard in school.
Questions 7,8:	I had a special place where I did my homework. I had a special time when I did my homework.
Rationale:	Is student passive in learning situations along with did student have good study habits.
Question 12:	I enjoyed reading books in my spare time.
Rationale:	Does student read well enough and/or find reading interesting enough to engage in it during spare time.
Question 16:	I picked easy courses to take when I was in high school.
Rationale:	Is student a failure-threatened person who would choose courses that would facilitate success and what was the level of academic achievement that student attained toward academic aspirations.
Question 17:	Most of my friends were planning on going to college.
Rationale:	Is student influenced by peer group.
Question 20:	I plan to attend Miami-Dade for at least two years.
Rationale:	Does student have academic aspirations.
Question 41:	What helped you decide upon your high school courses?
Rationale:	What influenced student in course selection and was student goal-oriented in his/her course selection or was it haphazardly decided upon.

Question 42: What would you recommend to tenth graders so they can be ready for college?

Rationale: Does student recommend any learning tasks and/or courses that would be most useful to high schoolers in preparation for college; hopefully, with advice for peers, responses will reflect true feelings.

Perception of Academic Performance in High School

Question 2: My courses are easy for me.

Rationale: Was student achievement-oriented and is the response to this item consistent with items relating to study habits as well as academic success in terms of grades.

Question 18: My grades in high school were usually Cs and Ds.

Rationale: How does student evaluate his/her school performance in terms of grades.

Question 19: When I graduated from high school, I believed I was ready for college.

Rationale: How does student evaluate the educational experience and was student self-confident upon graduation from high school.

Question 25: My grades in high school were usually Cs.

Rationale: How does student respond to this item and to compare this with the response to Question 18; in that lack of space and the interruption of mind set to insert a multiple choice question that would have pinpointed high school grades was out of the question, this item provided just a little bit more information on the evaluation by the students of his high school performance.

Perception of Academic Demands Made by the High School

Question 6: I hardly ever had to do my homework at home.

Rationale: Were the work assignments of such a magnitude that the student had to spend time studying at home.

Question 11: My work took 50 pages of reading a week.

Rationale: What amount of reading was required of the student.

Questions 37,38,39: In high school
How many times did you have to use the library for information?
How many times **a month** did you have to write reports or papers?
How many times did you have to take essay exams?

Rationale: Did student receive academic preparation in various learning skills?

Perception of Academic Assistance Provided by the High School

Question 10: I was able to get help at school if I needed it.

Rationale: Does student feel that assistance was available?

Question 14: My high school told me which courses to take for college.

Rationale: Did student receive counseling regarding preparatory courses?

Question 15: I learned how to study in high school which helped me in college.

Rationale: How does student evaluate the secondary school experience and how does student feel about college.

Questions 26-33: If I could do my high school years over, I would
Take courses that require more homework.
Take more science courses.
Take more math courses.
Take more English courses.
Take an English course that makes me write more.
Take courses that make me read more.
Take a foreign language course.

Rationale: Would student make changes in his/her curriculum in hindsight?

Question 40: In high school how many times a year did you see your counselor?

Rationale: Did student receive academic preparation in various learning skills.

Question 43: Do you have any ways in which you or your high school could have better prepared you for Miami-Dade?

Rationale: Does student have any additional comments that might be very useful in this study.

Perception of Skills Attained from the High School Experience

Questions 34 - 36:	My high school courses prepared me For a job. For college. To be an adult.
Rationale:	Was high school training relevant to immediate future of student.

Perception of Academic Assistance Provided by Miami-Dade

Question 21:	I would do better at Miami-Dade if my teachers would go slower.
Rationale:	Does student want to pass off responsibility of his learning to the teacher - how does student feel about Miami-Dade relative to academic competition?
Question 22:	Basic skills courses have helped me.
Rationale:	How does student feel about basic skills courses?
Question 24:	I would recommend Miami-Dade to my friends.
Rationale:	How does student feel about Miami-Dade.

APPENDIX IV

Level of Difficulty of Specific English, Mathematics, and Science Courses

Course	Accelerated	Non-Accelerated	Basic	Remedial
English	Eng RH Eng H Eng AP Eng-R-AP	Eng Required English	CP Reading Reading Dcdg. Reading Lab Communications I (Eng. 511309) Writing Workshop (Eng. 511415 & 511416)	
Math	Pure Math Accel. Alg. I Accel. Alg. II Honors Algebra Honors Math Analysis Surv. Alg. I Informal Geom. Col. Prep. A Trig. Int. Alg. 2C Circ. Func. Anal. Geom. AB Cal. AP or Honors any course Computer Programming Math V	Functional Essential Consumer Pre-Algebra Algebra I Inf. Geom. Computer-Problem Solving Algebra II Math Struc.	Functional Essential Consumer Business	CP Math J CP Math S Career Exploratory Math
Science	Biology A 131403 Biology B 131404 Bio. II A 131501 Bio. II B 131502 AP Bio. Chem. I A 131601 Chem. I B 131602 Chem. A H 131701 AP Chem. Physics I A (Honors) 131801 Physics I B (Honors) 131802 Science Inves. Community Lab Res. Lab Orientation & Instruments	Chem. IAR 131604 Chem. IBR Chem II A Chem II B Physics I A 131803 Physics I B 131804 PM Chem. 131603 Aeronautics Concepts & Applications of Science IPS A & B Horticulture Marine Studies Ecology Anatomy & Physiology	Basic Biology A & B Earth Science Gen. Science Physical Science A & B 134801 & 134802	

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APPENDIX V

STUDENT NUMBER _____ MIAMI-DADE COMMUNITY COLLEGE

Questionnaire for Developmental Students (Results)

THINK BACK TO YOUR DAYS IN HIGH SCHOOL WHEN YOU ANSWER THE FOLLOWING QUESTIONS. FOR EACH ITEM, DECIDE IF YOU

[1] STRONGLY AGREE [2] AGREE [3] UNDECIDED
[4]DISAGREE [5] STRONGLY DISAGREE

AND PUT THE NUMBER OF THE ANSWER THAT YOU CHOOSE (EITHER [1][2][3][4][5]) ON THE LINE NEXT TO THE QUESTION.

Percent Selecting Response

	Strongly Agree/Agree	Strongly Disagree/Disagree	Undecided
IN HIGH SCHOOL			
____ 1) I studied a lot.	50.5	36.9	12.4
____ 2) My courses were easy for me.	51.7	27.0	21.4
____ 3) I usually studied for my tests.	73.7	14.3	12.1
____ 4) I usually handed in reports or papers on time.	84.8	7.7	7.4
____ 5) I usually did my homework.	79.8	11.2	9.0
____ 6) I hardly ever had to do my homework at home.	38.3	49.5	11.5
____ 7) I had a special place where I did my homework.	37.8	46.5	15.8
____ 8) I had a special time when I did my homework.	31.3	54.5	14.2
____ 9) I participated in extra-curricular events sponsored by my high school.	44.0	44.8	11.1
____ 10) I was able to get help at school if I needed it.	67.5	17.4	15.2
____ 11) My work took 50 pages of reading a week.	13.3	60.6	25.7
____ 12) I enjoyed reading books in my spare time.	49.9	37.4	12.7
____ 13) I am a better student now than I was in high school.	65.3	11.5	22.9
____ 14) My high school told me which courses to take for college.	18.8	74.0	7.1

		Percent Selecting Response		
		Strongly Agree/Agree	**Strongly Disagree/Disagree**	**Undecided**
____	15) I learned how to study in high school which helped me in college.	35.3	48.9	15.5
____	16) I picked easy courses to take when I was in high school.	24.7	58.8	15.8
____	17) Most of my friends were planning on going to college.	77.8	13.6	8.7
____	18) My grades in high school were usually Cs and Ds.	25.4	63.7	10.2
____	19) When I graduated from high school, I believed I was ready for college.	51.4	24.8	23.8
____	20) I plan to attend Miami-Dade for at least two years.	79.6	10.5	9.6
____	21) I would do better at Miami-Dade if my teachers would go slower.	39.0	35.0	25.4
____	22) Basic skills courses have helped me.	79.6	8.7	11.8
____	23) I don't mind taking basic skills courses.	65.9	18.3	15.8
____	24) I would recommend Miami-Dade to my friends.	84.5	3.4	12.1
____	25) My grades in high school were usually Cs.	53.6	35.6	10.2
	IF I COULD DO MY HIGH SCHOOL YEARS OVER, I WOULD			
____	26) Take courses that require more homework.	46.1	24.8	25.4
____	27) Take more science courses.	48.9	27.9	19.2
____	28) Take more math courses.	81.4	6.2	8.7
____	29) Take more English courses.	75.6	10.2	10.2
____	30) Take an English course that makes me write more.	73.0	8.6	14.2
____	31) Take courses that make me read more.	73.3	9.9	13.0
____	32) Take a foreign language course.	52.9	24.4	18.3
____	33) Read more.	75.5	8.1	12.1

	Percent Selecting Response		
	Strongly Agree/Agree	Strongly Disagree/Disagree	Undecided
MY HIGH SCHOOL COURSES PREPARED ME			
____ 34) For a job.	48.0	30.3	17.0
____ 35) For college.	59.2	17.7	18.6
____ 36) To be an adult.	50.1	23.2	22.0

FOR THE FOLLOWING FOUR (4) ITEMS, ANSWER USING ONE OF THE FOLLOWING RESPONSES:
[1] Never or 0 [2] 1 or 2 [3] 3, 4 or 5 [4] 6, 7 or 8 [5] 9 or More

IN HIGH SCHOOL:						Mean #
____ 37) How many times did you have to use the library for information?	5.6	17.6	28.5	16.1	30.0	3.40
____ 38) How many times **a month** did you have to write reports or papers?	12.1	52.3	23.2	5.6	4.0	2.31
____ 39) How many times did you have to take essay exams?	8.7	33.7	26.6	11.8	16.7	2.82
____ 40) How many times a year did you see your counselor?	13.0	37.5	24.5	10.5	12.4	2.64

FOR THE FOLLOWING TWO ITEMS (#41 and 42) PUT A [1] NEXT TO THE ANSWER THAT YOU FEEL IS MOST IMPORTANT, A [2] NEXT TO THE ANSWER THAT YOU FEEL IS SECOND MOST IMPORTANT AND UP TO 7 RATINGS FOR #41, UP TO 10 RATINGS FOR #42.

	Percent Selecting Response	
	Most Important	Second Most Important
41) What helped you decide upon your high school courses?		
____ Requirements for graduation.	59.8	20.7
____ Courses which wouldn't be too hard.	5.0	17.6
____ Advice from your guidance counselor.	20.7	23.5
____ Suggestions from your friends.	2.5	15.8
____ Your desire to prepare for something after high school (college, job or vocational school)	34.4	24.8
____ The name of the course if it sounded interesting.	6.8	12.1
____ Other (see Appendix VI)	3.7	2.8

	Percent Selecting Response	
	Most Important	Second Most Important
42) What would you recommend to tenth graders so they can be ready for college?		
____ Take courses that will be used in college.	51.1	12.1
____ Keep trying, even when it looks like you might not make it.	25.1	14.9
____ Go to summer school for extra help in certain subjects.	11.8	14.2
____ Make sure you study at least 4 to 5 hours a week.	13.0	12.4
____ Make sure you study at least 6 to 10 hours a week.	10.8	14.2
____ Make sure you take an English course that requires writing papers regularly or weekly.	22.0	19.5
____ Make sure you take extra math courses besides arithmetic.	16.1	11.8
____ Make sure to improve your reading skills.	23.5	13.0
____ Get someone to help you if you are having trouble in any subjects.	24.5	8.4
____ Other (see Appendix VI)	3.7	2.2

43) Do you have any ways in which you or your high school could have better prepared you for Miami-Dade? (If yes, please explain.)
(1) No - 55.4
(2) Yes - 44.3 (see Appendix VI)

APPENDIX VI

"Other" Responses to the Open-Ended Items

Question #41: What helped you decide upon your high school courses?

Responses:	# Stating this response
I was already interested in the subject.	11
My courses were given to me. I had no choice.	3
Early help from counselors.	1
Programs to leave school early.	1
Personal preference.	12
Job entry or work experience.	1
Courses that prepare you for a certain field or major.	2
Parents.	5
Counseling from professional people in your area of interest.	3
Courses that wouldn't interfere with my extra-curricular activities.	1
Only selected courses for graduation and courses which wouldn't be too hard. The rest of the reasons don't matter.	1
Whether I knew the instructor and he taught the class interestingly.	1

Question #42: What would you recommend to tenth graders so that they can be ready for college?

Enjoy the courses you are taking.	2
Have parents make sure their children study and learn.	1
Have a positive attitude.	5
Make sure they understand the difference between high school and college.	1
Be constant in your school work.	1
Don't waste time fooling around.	15
Study for the College Board examinations. (Use a tutor if needed.)	2
Find out about a subject, then decide if you want to try it.	1
Don't skip class.	1
More science courses.	1
Turn all homework in on time.	1
Do what you want to do. Don't go to college because of your parents.	2

Question #42 (Cont'd): What would you recommend to tenth graders so that they can be ready for college?

Responses:	# Stating this response
Ask your teacher for help and extra explanations.	1
Work to learn as much as you can.	1
Keep an open mind.	1
If help is offered, use it.	1

Question #43: Do you have any ways in which you or your high school could have better prepared you for Miami-Dade?

More strictness and a lot more learning.	5
Have better and more counselors, not just for honors students.	1
By telling Miami-Dade's requirements so you can take better courses in high school like math and English.	20
Emphasize study habits.	10
If I had gone to day school rather than night school, I would have learned more.	1
More and better English and math classes.	12
Require students to take English and math all through high school.	1
More homework.	4
Make the high school graduation requirements tougher in math and English.	6
Have better orientation for students coming into high school.	1
Slow down assignments.	1
The teachers should review once or twice a week so students can remember what material has been covered.	1
Teachers and students should give more of themselves.	1
Study a lot; use a study guide.	3
Courses that prepare you for college.	3
College entrance should depend upon the scores from the basic skills assessment test.	1
Teachers don't take time to understand.	1
They don't care whether you learn or not. They should try to make you do your work or contact your parents.	1
Have an English course for non-English speaking students.	1
They could offer classes comparable to college courses, e.g., sociology/social science.	6

Question #43 (Cont'd): Do you have any ways in which you or your high school could have better prepared you for Miami-Dade?

Responses:	# Stating this response
By advising me to take more science and English courses.	1
Counselors should have conference with tenth graders to discuss plans for college or field of interest. They should discuss financial help also. Most importantly, they should emphasize the need for a higher education.	1
Have better teaching methods.	1
More writing courses.	1
Better student/teacher relationship.	3
Offer a course to increase vocabulary and help with spelling.	4
If I didn't have my own way, the teachers would have failed me instead of passing me because I played sports.	1
I wasn't ready, but whether that was the school or me, who knows I am now a very good student, but because I want to be and work hard for it.	1
Take more time with a student if the student is interested.	1
Give low-grade students extra help and provide low-level classes.	1
Better teachers that encourage, and have patience in teaching you certain subjects for a better tomorrow for you.	3
They should offer brief courses about the field that students are interested in.	2
I could have studied harder and paid more attention. I should have had better attendance.	1
They should offer two programs: one for those who are going to college and one for those who are going to a vocational school.	1
Reading skills which started in elementary school.	1
By not focusing me **only** on the requirements for graduation.	1
It depends on the individual. He has to want to try it.	1
More basic writing and reading skills.	1
I had covered most of the material in my AP courses.	1
I should not have wasted the **precious** time.	1
If the school would have helped me in picking a career by introducing me to different jobs that were offered.	1
Give more importance to the library.	1
More honors classes.	1

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